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BULLETIN OF RHODE ISLAND STATE COLLEGE.

VOL. VII. NO. 4

FOR FEBRUARY, 1912.

REPORT OF THE BOARD OF MANAGERS

PART I.



KINGSTON, R. I.

1912.

PUBLISHED QUARTERLY BY THE COLLEGE
MAY, AUGUST, NOVEMBER, FEBRUARY.

ENTERED AT KINGSTON, RHODE ISLAND, AS SECOND-CLASS MATTER.

E. L. FREEMAN COMPANY, STATE PRINTERS, PROVIDENCE.

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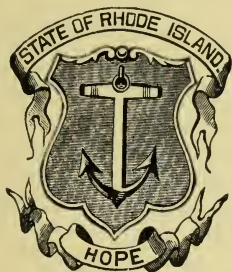
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[PART II WILL BE THE USUAL REPORT OF THE EXPERIMENT STATION, WHILE
PART III WILL BE THE FORTHCOMING CATALOGUE.]



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RHODE ISLAND STATE COLLEGE.

Corporation.

HON. ROBERT S. BURLINGAME.....	NEWPORT COUNTY.
HON. CHARLES DEAN KIMBALL.....	PROVIDENCE COUNTY.
HON. THOMAS G. MATHEWSON.....	KENT COUNTY.
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HON. W. E. RANGER, Vice-President.....	P. O., PROVIDENCE.
HON. ROBERT S. BURLINGAME, Clerk and Treasurer.....	P. O., NEWPORT.

REPORT.

To His Excellency Aram J. Pothier, Governor, and the Honorable General Assembly of the State of Rhode Island and Providence Plantations, at its January Session, 1912:

I have the honor to submit herewith the Twenty-Fourth Annual Report of the Board of Managers of Rhode Island State College, as required by law.

CHARLES DEAN KIMBALL,
President, Board of Managers, Rhode Island State College.

REPORT OF THE PRESIDENT OF THE COLLEGE.

To the Honorable Board of Managers of Rhode Island State College:

GENTLEMEN:—I have the honor to present the following as my report for the calendar year 1911.

Time Covered by This Report.

As no action was taken on the recommendation made in my report of one year ago to the effect that the reports made by us to the State from year to year should be made to coincide in time limits with the reports to the general government, I am constrained to proceed on the plan heretofore pursued. I therefore consider in this report the last half of the college year 1910-11 (the months from January 1 to June 30, 1911), and the first part of the college year 1911-12 (the months from July 1 to December 31, 1911), treating the two parts of the year as separate entities so far as is necessary for definiteness and clearness.

Attendance.

Below I give a table showing in detail by classes the attendance for the full years from 1906-7 to 1910-11, together with the fall term of 1911-12. It will be seen that the gain in college attendance for the current year has been 12 per cent. We usually have several persons entering at the half-year in February. Comparing the enrollment of last year at the same date with the enrollment at the present time, we find the increase to be 17 per cent. The total enrollment at the present time, exclusive of poultry students (six weeks in January and February), and of summer students is exactly two hundred, or an increase over last year, at the same time, of 11.7 per cent. The poultry class numbers one less than that of last year, and the summer school fell off in attendance, sixteen. (See remarks under this head).

TABLE I.

Showing summary of attendance for the periods indicated.

	Year 1906-07	Year 1907-08.	Year 1908-09.	Year 1909-10.	Year 1910-11.	Fall Term 1911-12.
Graduate students.....	4	3	5	6	3	3
Seniors.....	9	12	13	17	19	20
Juniors.....	11	14	20	20	20	27
Sophomores.....	16	26	32	24	37	46
Freshmen.....	26	36	38	59	63	58
Irregulars.....	11	10	15	25	20	28
Total, college students.....	77	101	123	151	162	182
Sub-Freshmen.....	45	18	28	0	0	0
Two-year practical course.....	0	18	20	29	21	18
Special poultry course.....	21	19	19	20	28	27
Summer school.....	0	0	0	0	39	24
Total.....	143	156	190	200	250	251
Deduct names repeated.....	1	3	5	0	0	3
Final total.....	142	153	185	200	250	248

In studying Table I, it is to be borne in mind that, while these increases were taking place, the entrance requirements were being raised from eight and one-half units in 1907-08, to the standard amount of fourteen units for the current year, and the preparatory department was being abolished.

The tables which follow are intended, by their analyses of the attendance for the current year, to answer every phase of the situation as to which questions have been asked.

TABLE II.—NUMBER OF MEN AND WOMEN AT THE COLLEGE.

Showing attendance of men and women by classes during the college year 1911-12, up to February 1, 1912.

CLASS.	Men.	Women.	Total.
Graduate students	3		3
Seniors	14	6	20
Juniors	22	5	27
Sophomores	42	4	46
Freshmen	52	6	58
Irregular and specials	27	1	28
Total, of college grade	160	22	182
Two-year practical courses	12	6	18
Summer school (three weeks)	5	19	24
Poultry course (six weeks)	22	5	27
Total	199	52	251
Deduct names repeated	2	1	3
Final total	197	51	248

The object of Table II is to show the number and distribution of men and women at the college. It will be seen that the number of women in the college classes is twenty-two, with six attending the two-year practical work. The question is often asked, what lines of work do women undertake at the college? As a reply it may be stated that, of the twenty-two college women here enumerated, eighteen are taking the home economics course, one is taking the civil engineering course, and the remaining three are taking the course in applied science for teachers. The six women in the two-year practical course are studying domestic science. The nineteen women in the summer-school course took work in agriculture and school gardens, in zoölogy and botany, in home economics, and in professional subjects like psychology, economics and methods of teaching. Five women are now taking the poultry course and are as enthusiastic as the men that are members of the class.

TABLE III.—NUMBER OF STUDENTS ENTERING DURING THE CURRENT YEAR.

Showing number and distribution of matriculates in the current year as compared with number in attendance and matriculating in previous year.

	Previous Matricu- lation.	Matricu- lates of 1911-12.	Total.
Graduate students.....	1	2	3
Seniors.....	20	.....	20
Juniors.....	26	1	27
Sophomores.....	43	3	46
Freshmen.....	1	57	58
Irregulars.....	19	9	28
Totals.....	110	72	182
Two-year practical course.....	4	14	18
Summer school.....	5	19	24
Poultry course.....	.....	27	27
Totals.....	119	132	251
Deduct names repeated.....	.....	2	3
Final totals.....	118	130	248

Table III is intended to give information concerning the persistency of students in attendance from year to year. It is not expected, of course, that the poultry students will return from year to year. Of the summer students of the current year, five attended the summer school of the previous year. Naturally, as the two-year course is intended to serve those who can take only so much of a course as their necessities will permit, it shows the largest percentage of loss. This course can never be expected to show a very stable clientele. In the college itself out of a total of one hundred and forty-six (not reckoning the graduates of last year), one hundred and ten were again enrolled this year. As showing the reasons for the withdrawal of the remaining thirty-six, the following table is interesting.

TABLE IV.—WITHDRAWALS AND THEIR CAUSES.

Showing withdrawals between the years 1910-11 and 1911-12, together with causes for same.

CLASS IN 1910-11.	Degree earned.	Course Undertaken Finished.	Business reasons or like Causes.	To go to other Colleges.	Returned to High School.	Dropped for Unsatisfactory Work.	Discipline.	Reason Unknown.	Total.
Graduate students.....	1		1						2
Seniors.....	15			1					16
Juniors.....						2			2
Sophomores.....			4	1		1	2	1	9
Freshmen.....			1	4	1	1	2	2	11
Irregulars.....		5				5		1	12
Totals for college classes.	16	5	6	7	1	9	4	4	52
Short courses.....		1	7		2	4			14
Final totals.....	16		13	7	3	13	4	4	66

From this it will be seen that the Junior class out of a total of twenty, loses two; the Sophomore class, out of thirty-five, loses nine; the Freshman class out of sixty-two, loses eleven; while the irregulars, out of twenty, lose twelve.

It will be noticed that the effort to maintain discipline and efficiency, in other words, to insist on a high grade of work, has been responsible for the largest loss. Deducting those earning degrees and those having finished the special courses undertaken on entrance, out of a total of forty-five withdrawals no less than seventeen, or approximately one-third, were made at the request of the college. Of course, this policy sometimes creates enemies, but in the long run, it must commend itself to all right-minded persons. It must be insisted that this college exists for earnest work, and that only those who are thoroughly in earnest can remain here for any considerable time. We bear with students just as long as we think they are making effort, but as soon as it becomes clearly evident that a student is not animated by serious purpose, there is no place here for him.

Business reasons have caused the withdrawal of thirteen. While this does not always mean lack of funds to pay board and room rent, it does mean this in many cases. Included in the thirteen here listed are three who have withdrawn because of ill-health or because of insistent needs of the family from the ill-health of others. In a college such as this, serving as it does a constituency composed mainly of people who are dependent for support on their own daily work, it must always be that withdrawals for business reasons must be considerable in number.

The withdrawals to attend other colleges have numbered seven. A withdrawal of this kind does not necessarily indicate dissatisfaction with the work of this college. Two registered here with the avowed purpose of entering *other courses* elsewhere at the close of the freshman year. They came here first because they could get here for the first year satisfactory work to be credited on their course at the other colleges, and at the same time, could save the much larger expense of the year's attendance at these colleges.

It is somewhat discouraging to find adherents of some colleges offering to students of some athletic promise at a different college material inducements to leave the institution at which they are registered for the purpose of registering with them. This college has lost good students through such practice. In one instance of this kind, the student withdrew avowedly because, at a college several hundred miles away, he could obtain, on account of his athletic ability, financial support during his course as a student that he thought he could not afford to refuse. It is not to be imagined that the responsible authorities of any college would authorize or connive at such disreputable proselyting; yet the fact that it is done by anyone connected with an educational institution and in a position to carry it out successfully does not speak well for the ethical spirit thus evidenced as a practical product of some of our boasted training. In several such cases, I am glad to say, our boys have seen in these seductive offers something unworthy of and offensive to their own manhood and to the spirit of amateur athletics at our colleges, and have refused the offers. In no case has any attempt been made here to retain men by meeting bribe with bribe.

Another and entirely reasonable cause for withdrawing from this college to enter another was operative in the case of a young man who gradually discovered that his capabilities did not lie in the direction of the work he was pursuing, but that he had developed serious

interest in lines of effort entirely outside of our sphere. In such a case, we could not do other than advise a change, just as we have done in other similar instances.

Number of Graduates.

I have made the report on this point rather elaborate and extended, because we are frequently reproached with the small number of graduates turned out; and the intimation is that the attendance is desultory and fragmentary. These reproaches fail to take into consideration (1) the evolutionary process that has been going on here. Evidently a large graduating class cannot be expected from a class that was small at entrance. The class of 1909, for instance, graduated only thirteen members, but it entered in 1905 with only seventeen members, of whom ten were graduated, three entering in the sophomore year. The class of 1910 entered with twenty-six members and graduated fifteen, of whom twelve entered in the freshman year and three one year later. The class of 1911 had in 1907 at entrance thirty-six members and graduated fifteen, of whom nine were members of the freshman class, three were five-year men, and three came in in the sophomore year. The class of 1912 entered with thirty-eight members in 1908; it now numbers twenty, of whom fourteen were members of the corresponding freshman class and four came from the previous class, two entering in the sophomore year. The present entering classes of sixty or more will undoubtedly give larger graduating classes.

(2) The second fact that should be considered is that during these later years the work itself has been broadened and strengthened so that those entering in 1905 to 1908 found themselves pursuing a receding instead of a fixed goal. This is an unfortunate, but at the same time, a necessary concomitant of progress in school life. Every student during these years has felt this phase of our evolution, and many have discussed it with me. They have in most cases borne the added burdens, with varying success indeed, but almost uniformly with cheerfulness, regarding the movement as necessary for the common good. That this evolutionary process is genuine is evidenced by the number of members of the senior class present but not graduating in 1910, and by the fact that four of the present seniors have taken five years for their course.

(3). The third fact is that we are not considering here a constituency that has always regarded four years of college life as a necessary part of a man's equipment, that has planned in orderly fashion from childhood up to go to college, and has carefully provided during all those years for the necessary expenditures of the four crucial years; or indeed are members of the fortunate middle class that has never known what it is not to have what it really wants without the necessity of economizing for it. What we have here is a constituency of industrial workers just such as the law creating the college has in view—a class whose children have struggled up through common school and high school with no very definite aim, except that of a better education than their fathers had. Now it discovers with joyous surprise that at least a year or two of college training is possible—training, too, every phase of which fits into and joins upon actual life. One year of this kind of training, even though it go no farther, is not lost, but is an actual, tangible asset, worth in itself all that it costs, and equivalent, I should say, to much more than one-fourth of the whole value in the way of training which the average graduate obtains in his four years at college. And this is the view that our constituency takes of it. They struggle and work for one year at a time. When they enter, they are consciously unsure whether they can continue or not. They rejoice if circumstances so shape themselves that another year can be added to the preceding. They bow with good grace to the inevitable, if funds for further attendance are unavailable, thankful, indeed, that so much at any rate has been attained. Briefly put, the difference I am pointing out is this: the constituency of the traditional New England college regards the completion of four years at college as, from the financial standpoint at least, a matter of course; while for our constituency, from the same standpoint, four years is a distinct achievement, the result of the closest economy and self-denial exercised day by day and year by year, and unsure of attainment until it is actually accomplished. It should not therefore be a matter of surprise if the differences between entrances and graduations in colleges of this class is greater than in the traditional college. It is right to say, however, that even in the endowed colleges of New England, maintained as they are by the patronage of the wealthy and the professional classes among us, the percentage of loss between entrance and graduation, though smaller than in other parts of the country, rises, nevertheless, as high as 49 per cent. in cases which I have myself examined.

There are those who seem to think that a college is similar to a shoe-factory as to its product. The shoe-factory turns out shoes and the work accomplished in the factory is accurately measured by the number of pairs of finished shoes turned out yearly. A half-finished shoe cannot be marketed and hence has no value as a product. The output must be either the finished product or nothing. As an analogy for school work nothing could be farther from the truth. The college finishes nothing except a period or phase of training arbitrarily limited by custom to four years. No one who has had any genuine experience with education fails to have a sometimes painful sense of the lack of completeness of his product, or to insist with the pupil himself that his education is far from finished. No name applied to a school could be more inept than that of finishing-school. In the very nature of things the school can finish nothing. The chief glory of the human mind is that as long as it is alive it continues to accumulate both knowledge and power. When it ceases to accumulate, it dies. A school, therefore, is in no sense analogous with a shoe-factory. It is simply the organized part of the whole training toward knowledge and power which the individual's whole life represents. One year of such organized training is, as I have already said, simply so much of time advantageously transferred from the unorganized side of life-experience to the organized side. An additional year simply takes as much more from the unorganized side and adds it to the organized side; and four years, in the same way, adds to the organized side, but *finishes* nothing. The line of training and achievement is continuous through school life on out into business life and beyond. There are schools and good schools, like the Ontario Agricultural College, that never graduate a single student. To the State and to the Nation it is not the number of degrees that counts; it is the *distribution* of sound knowledge and training as far as such distribution can be carried—the assurance to each young man and woman of an opportunity to transfer whatever part of his training he can from the unorganized to the organized side of life, whether one year or two years or four. And the assurance of this opportunity is worth all it costs to the State and the Nation.

Occupation of Parents of Students.

In order clearly to reveal how nearly entirely our constituency is composed of the classes the Morrill laws designed the college to

serve, I have canvassed the occupation of parents of our students and herewith present the facts collected. A surprisingly large number of our students either have no parents living or are unable to call on them for financial help. Out of one hundred and eighteen parents, however, whose occupation was given, $46\frac{1}{2}$ per cent. are engaged in some trade or calling connected with manufacturing; 18 per cent. are farmers, either general or special; $20\frac{1}{2}$ per cent. are connected with some form of trade or commerce; only 9 per cent. belong to the so-called professional classes. The remaining 6 per cent. are composed of a miscellaneous assortment of postal officers, railroad men, etc.

Age of Students.

TABLE V.

Showing average age of students by classes in attendance, October 1, 1911.

CLASS.	Men.	Women.	Both.
Graduate students.....			Over 25 years.
Seniors.....	23 yrs., 3 mos.	22 yrs., 4 mos.	22 yrs., 11 mos.
Juniors.....	21 yrs.	21 yrs.	21 yrs.
Sophomores.....	20 yrs., 1 mo.	20 yrs., 5 mos.	20 yrs., 2 mos.
Freshmen.....	19 yrs., 3 mos.	18 yrs., 3 mos.	19 yrs., 1 mo.
Irregulars.....	22 yrs., 7 mos.	23 yrs.	22 yrs., 7 mos.
Short Course.....	19 yrs., 6 mos.	18 yrs., 2 mos.	19 yrs.

This table requires no especial comment. It shows the usual college age for freshmen, of eighteen or nineteen years; and of seniors, of twenty-two to twenty-three years. It is introduced simply to demonstrate more conclusively that the students here are men and women of college age, and not mere boys and girls of high school age as has sometimes been maintained.

TABLE VI.—DISTRIBUTION AS TO COURSES.

Showing registration in courses for 1911-12.

CLASS.	ENGINEERING.						Applied Science.	Home Economics.	Total for all courses.
	Agricultural Course.	Mechanical.	Civil.	Electrical.	Chemical.	Total.			
Graduate students.	1						2		3
Senior.	2	2	3	5	1	11	4	3	20
Juniors.	3	1	5	7	1	14	5	5	27
Sophomores.	7	8	11	6	2	27	7	5	46
Freshmen.	13					31	10	4	58
Irregular and Special. . .	11	4	3	4		11	5	1	28
Total, college.	37	15	22	22	4	94	33	18	182
Two-year course.	8	4				4		6	18
Poultry course.	27								27
Summer school.	8					3	9	4	24
Total.	80	22	22	22	4	101	42	28	251
Deduct names repeated. .	3								3
Final total.	77	22	22	22	4	101	42	28	248

In this table we note, first, the gratifying increase over last year in the number of students taking the college course in agriculture. This occurs, too, in spite of the fact that we are requiring for entrance to the agricultural course exactly the same standard number of entrance units as are required for entrance to the other college courses,—an amount of entrance work much larger than that required for the average agricultural course elsewhere. An increase in registration over last year is to be noted also in every other college course.

TABLE VII.

Showing local and non-local attendance.

CLASS.	Village Residents.	Transported Daily by Trains and Buses.	BOARDING IN.			Total.
			Village.	Dormitories.	Both.	
Graduate students.....	1	1	1	.....	1	3
Seniors.....	1	4	.....	15	15	20
Juniors.....		2	1	24	25	27
Sophomores.....	1	2	1	42	43	46
Freshmen.....	2	9	3	44	47	58
Irregulars.....	2	4	2	20	22	28
Total, college.....	7	22	8	145	153	182
Two-year course.....	1	1	2	14	16	18
Summer school.....	2	2	.....	20	20	24
Poultry course.....	1	.....	3	23	26	27
Total.....	11	25	13	202	215	251
Deduct names repeated.....		.....	1	2	3	3
Final total.....	11	25	12	200	212	248

This table is intended to show in how far the college is making use of the dormitory accommodations provided and to what degree the attendance is local. It is to the credit of an institution if it is so far locally attended as to show due appreciation on the part of those who have the best opportunity of knowing its work. At the same time, a State institution should serve all the State. It will be seen that there are eleven students within walking distance, seven of whom are enrolled in the college classes. Twenty-five live near enough to go back and forth daily by train, and are transported to and from the station free of charge by the college buses. Exclusive of the summer students, 183 live in the dormitories, while thirteen are rooming in the village; a total number of 196 resident boarders.

Home Residence of Students.

The two tables following are designed to give detailed and explicit information concerning the home residence of students, as information on this point is more frequently asked for than on any other point. In studying this table, it is to be recollected that the national government pays to the yearly support of the college \$2.75 for every dollar paid by the state.

TABLE VIII.

Showing attendance from Rhode Island and from other states

CLASS.	Resident in Other States.	RESIDENT IN RHODE ISLAND.					Total from R. I.	Per cent. from R. I.	Total.
		Bristol.	Kent.	Newport.	Providence.	Washington.			
Graduate students.....						3	3	100	3
Seniors.....	5		1		6	8	15	75	20
Juniors.....	8			1	12	4	19	70	27
Sophomores.....	11	2	1	2	20	10	35	76	46
Freshmen.....	20	1	2	1	21	13	38	65	58
Irregulars.....	7		3	2	8	8	21	75	28
Total, college.....	51	3	9	6	67	46	131	72	182
Short courses.....	5		2	1	7	3	13	72	18
Poultry course.....	15		2	1	6	3	12	44	27
Summer school.....	3		1	1	15	4	20	87	24
Total.....	74	3	14	9	95	56	176	70	251
Deduct names repeated.	1		1			1	2		3
Final total.....	73	3	13	9	95	55	174	70	248

TABLE IX.

Showing attendance of students from states and from cities and towns of Rhode Island.

	Number 200.	Per cent. of Whole No.—200.
A. College and short course students:		
China.....	1	.5 of 1
Connecticut.....	6	3
Cuba.....	1	.5 of 1
Massachusetts.....	34	17
New York.....	9	4.5
Panama.....	1	.5 of 1
Pennsylvania.....	2	1
Virginia.....	1	.5 of 1
Washington, D. C.....	1	.5 of 1
<hr/>		
Total resident without the State.....	56	28
Barrington.....	2	1
Bristol.....	1	.5 of 1
<hr/>		
Bristol County, total.....	3	1.5
East Greenwich.....	4	2
Warwick.....	7	3.5
<hr/>		
Kent County, total.....	11	5.5
Little Compton.....	1	.5 of 1
Middletown.....	1	.5 of 1
Newport.....	5	2.5
<hr/>		
Newport County, total....	7	3.5
Burrillville.....	3	1.5
Central Falls.....	6	3
Cranston.....	1	.5 of 1
Cumberland.....	7	3.5
Johnston.....	1	.5 of 1
Lincoln.....	1	.5 of 1
North Smithfield.....	2	1
Pawtucket.....	6	3
Providence.....	40	20
Scituate.....	2	1
Woonsocket.....	5	2.5
<hr/>		
Providence County, total.....	74	37

TABLE IX.—Concluded.

	Number 200.	Per cent. of Whole No.—200.
Charlestown.....	1	.5 of 1
Hopkinton.....	2	1
North Kingstown.....	7	3.5
Richmond.....	1	.5 of 1
South Kingstown: Village of Kingston.....	8	4
Remainder of South Kingstown..	17	8.5
Westerly.....	13	6.5
Washington County, total.....	49	24.5
Rhode Island, total.....	144	72

B. Poultry-course and summer-school students:

	Number 51.	Per cent. of whole No.—51.
Connecticut.....	3	6
England.....	1	1.9
Massachusetts.....	3	6
New Jersey.....	1	1.9
New York.....	3	6
Pennsylvania.....	3	6
Vermont.....	3	6
Virginia.....	1	1.9
Total, non-resident in State.....	18	35
East Greenwich.....	1	1.9
Warwick.....	2	3.8
Kent County, total.....	3	5.7
Portsmouth.....	2	3.8
Newport County, total.....	2	3.8
Central Falls.....	2	3.8
Pawtucket.....	2	3.8
Providence.....	11	21.0
Scituate.....	2	3.8
Woonsocket.....	4	7.6
Providence County, total.....	21	41
Hopkinton.....	1	1.9
South Kingstown.....	6	11.8
Washington County, tot l.....	7	13.7
Rhode Island, total.....	33	65

The percentage of Rhode Island students is not quite so large as it was last year, but under our conditions it is still exceptionally large. It is hardly to be expected, and indeed is not to be desired, that the attendance from outside the State should ever be less than one-fourth the total number of students, if the college is offering really valuable courses. It is surely indisputable testimony of good work when students from Massachusetts, Connecticut and New York pay tuition to come to a Rhode Island school, when at the same time their own State schools stand ready to receive them without the cost of tuition. It is further to be remembered that, as a consequence of attendance, these students spend their money in this State, amounting in actual college expenses alone to \$230 each. Brown University has fifty-one per cent. of its undergraduate attendance from outside the state yet no one considers this outside attendance as other than an actual advantage to the State.

In this connection, let me again call attention to an article published in last year's report, as follows:

Cost of Collegiate Education.

There is current among the people much vague misconception of the cost of collegiate education and, especially, of the justice and expediency of State support of such education. This feeling frequently finds public utterance and was more or less directly involved in a recent newspaper communication to which I had occasion to reply. As the reply contains some statistics of permanent value, I insert here a part of it for future reference.

In connection with the subject of cost the following remarks may not seem out of place.

(a) There are those who feel that *any* money paid for higher education by the State is unwarranted—that the individual should pay for his own education beyond the high school. As a matter of fact, no man who receives a college education pays in dollars and cents for what it costs in dollars and cents. He pays only a part, usually a minor part, of the actual expense. Higher education is a matter so costly that to require the individual student to pay his full share of that expense would mean the exclusion of all but the exceptionally wealthy from the ranks of educated men. Realizing that such a situation would be a grave menace to the existence of organized society, men have devised two ways of meeting the danger. The one consists in raising funds by gift from philanthropically disposed persons to constitute an institutional endowment, the interest of which is used to supplement direct payments from students. Colleges and universities so provided are called endowed institutions. The other is for society

itself in its organized capacity to assume the burden of establishing and maintaining State institutions of higher instruction. This it does in the discharge of the duty of self-preservation. The leader and expert is essential to the community, and it is the community that must make effort and sacrifice in order to provide him for itself. So true is this that the most highly developed countries of the world have all refused to relegate to private benevolence solely a function so important as the preparation of a body of leaders and experts; and have established State and national systems of public education extending from common school to university.

(b) The beneficiaries of State-supported public education have sometimes been stigmatized as educational mendicants. Since, as before stated, all educated men receive more than they pay for, educational mendicancy becomes, in all cases, not a question of fact, but a question of degree only. To receive an educational benefaction from private benevolence masked in the form of an endowment is neither more commendable nor less discreditable than to accept the same thing as a social right, and, concurrently, as a social obligation, from organized society in the form of direct appropriations from taxation. To indicate the degree of obligation in either case, I refer to the two tables appended. It will be seen from Table I (multiplying the figures for the single year by four) that a Harvard graduate costs \$1,940, of which he himself pays in tuition and fees from \$700 to \$900, while the university pays the remainder, from \$1,240 to \$1,040. In like manner, Table II, a graduate of the University of Wisconsin costs \$1,404, of which he pays from \$60 to \$400, while the university pays from \$1,344 to \$1,004. If one chooses to regard the Wisconsin graduate as an educational mendicant to the extent of \$1,300, must he not equally stigmatize the Harvard graduate to the extent of \$1,200?

(c) Admitting the two previous points, one is left merely to inquire whether, in a given case, the cost to the State is excessive. To answer this, I have appended Table II. In considering these data, it must be remembered that these figures reckon into the per capita cost for the regular students all expenses for extension work, for special winter courses, and for summer schools; also that the cost of scientific and vocational instruction is necessarily much greater than for the traditional literary course. Taking the figures just as they stand and comparing them with the figures for the great endowed institutions, we see that the State school, in every case except one, costs less than the lowest endowed school for which the Carnegie Foundation gives figures. Comparing the land-grant institutions in New England with each other, we find that Massachusetts comes first with a cost of \$467; Connecticut second, with \$423; Rhode Island third, with \$391; Maine fourth, with \$356; New Hampshire fifth, with \$319; and Vermont sixth, with \$286.

TABLE I. ENDOWED INSTITUTIONS.

Based on Bulletin No. 5, Carnegie Foundation, Table I.

NAME.	Number of students 1907-08.	Total Expenditures All Departments.	Per Capita Expendi- tures.	Fees Per Capita.	Excess Paid by Insti- tution.
Columbia University.....	3,057	\$1,330,156	\$435	\$225-\$325	\$215-\$115
Harvard University.....	3,881	1,880,525	485	175- 225	310- 260
Haverford College.....	160	106,203	663	463	200
Princeton University.....	1,314	588,572	447	220	227
Williams College.....	487	213,000	437	190	247

TABLE II. STATE INSTITUTIONS.

Based on Bulletin No. 6, National Education Bureau for 1909-10.

NAME.	Students not included in Sum- mer School or Winter courses.	Current Income from State.	Current income from Nation.	Total Current Income.	PER CAPITA FIGURES.				Excess Paid by Institution.
					State Expenditures.	National Expenditures.	Total Expenses.	Fees.	
Maine.....	709	\$100,000	\$40,000	\$252,166	\$140	\$56	\$356	\$116-150	\$240-200
New Hampshire.....	240	14,590	40,000	76,501	61	167	319	.....	.....
Vermont*.....	498	16,000	40,000	142,419	32	80	286	90-95	196-191
Connecticut.....	197	26,950	40,000	83,398	137	203	423	60	363
Massachusetts.....	350	125,625	26,667	163,445	359	76	467	25-40	442-427
Rhode Island.....	180	25,000	40,000	70,320	139	222	391	29-69	362-322
Mass. Inst. Technology*.	1,462	29,000	13,333	517,762	20	9	354	275-300	79-54
Wisconsin.....	3,645	998,585	40,000	1,279,160	274	11	351	15-100	336-251
Pennsylvania.....	1,417	216,845	40,000	385,985	153	28	272	70	202

*Largely endowed.

Finances.

In the report of the treasurer appended will be found two financial statements, one according to our usual custom in account with the various funds and covering the calendar year 1911; the other covering the scholastic year from July 1, 1910, to June 30, 1911, and presenting the financial transactions of that scholastic year in accordance with certain standard forms devised by the Carnegie Foundation for the Advancement of Teaching, for the purpose of making uniform, so far as practicable, the annual financial reports of universities, colleges, etc., throughout the country. In order that there may be no confusion created by the two sets of accounts which, it cannot be too often repeated, cover years differing from each other by six months, the second is put in as an appendix to the full report.

As neither of these summarizes the figures for the calendar year in one group, I give a table showing receipts from all sources and expenditures during the calendar year. The table, in both receipts and expenditures, distinguishes three accounts: (a) the maintenance, instructional, and extension finances; (b) the boarding and bookstore accounts (called in the table the trust fund); and (c) the funds of the experiment-station department. Reference is made where necessary to the treasurer's report in account with the fund in question.

CURRENT RECEIPTS AND EXPENDITURES OF RHODE ISLAND STATE COLLEGE, FOR CALENDAR YEAR, 1911.

RECEIPTS.

(A) *Maintenance, instruction, and extension.*

Jan.	1.	One-half of 1890 Morrill Fund and 1907 Nelson Act for the year 1910-1911.....	\$22,500 00
		This payment amounted to \$45,000, and was made in advance July 1, 1910. It was apportioned, one-half to the six months from July 1 to December 31, 1910; the other half as above, to the six months from January 1 to June 30, 1911. (See treasurer's report, Morrill Fund of 1890. It will be noted that there is an unexpended balance of \$1,597.00 from the apportionment of the previous six months, which together with the \$22,500.00 above makes up the "Balance from last year.")	
July	1.	One-half of 1890 Morrill Fund and 1907 Nelson Act for the year 1911-12.....	25,000 00

This payment amounted to \$50,000, and was made in advance July 1, 1911. It was apportioned, one-half to the six months from July 1 to December 31, 1911, as above, and the other half to the six months from January 1 to June 30, 1912. This amount is still on hand. (See treasurer's report, re. 1890, Morrill Fund; item, cash payment from United States.)

Jan. 1.	1.	Payment, account, 1862 Morrill Fund.....	\$2,500	00
Jan. 1.		State maintenance.....	25,000	00
May 1.		State appropriation for repairs.....	3,000	00
May 1.		State appropriation for extension.....	2,000	00
Dec. 31.		Receipts, Current Fund (See treasurer's report, this fund.)		
		Dormitory fees.....	\$4,369	03
		Department fees.....	1,882	61
		Tuition.....	1,046	45
		Department sales.....	6,571	67
		Department service.....	920	73
		Interest.....	1,172	37
			15,962	86

Total receipts for maintenance, instruction and extension.... \$95,962 86

(b) Trust Fund. (See treasurer's report—this fund.)

Dec. 31.		Boarding receipts.....	\$22,126	87
		Store receipts.....	3,558	81

Total receipts, Trust Fund..... 25,685 68

(c) Experiment Station.

Dec. 31.		Hatch Fund, received from U. S. Treasurer in quarterly payments.....	15,000	00
Dec. 31.		Adams Fund, received from U. S. Treasurer in quarterly payments.....	15,000	00

Miscellaneous Experiment-Station Fund.

(See treasurer's report—this fund.)

		Department receipts.....	1,546	50
		Interest.....	130	50
			1,677	00

Total receipts, Experiment Station..... 31,677 00

Final total, all current receipts of college..... \$153,325 54

EXPENDITURES.

(a) Maintenance, instruction and extension.

Dec. 31.		Salaries.....	\$47,687	74
		Maintenance, other expenditures.....	31,253	78
		Instruction and extension, other expenditures.....	13,881	91

Total maintenance, instruction and extension..... 92,823 43

(b) Trust Fund.		
Boarding.....	\$21,507 31	
Store.....	3,339 77	
		<hr/>
Total expenditures, Trust Fund.....		24,847 08
(c) Experiment Station.		
Salaries.....	\$17,040 96	
Land, rent and buildings.....	648 73	
Other expenditures.....	12,736 64	
		<hr/>
Total expenditures, experiment station.....		30,426 33
(d) Special purchases of apparatus from the Morrill Fund.		
Expenditures for apparatus, under orders of the Board of		
Managers of April, 1911, to the limit of \$5,000.....		4,815 34
		<hr/>
Final total, all current expenditures of college.....		\$152,912 18

It will be noted from the foregoing figures (1) that in the division (a) maintenance, instruction and extension, the excess of receipts over expenditures is \$3,139.43; in (b) boarding and store fund (trust fund), the receipts exceed the expenditures by \$838.60; and in (c) experiment station, there has been expended \$1,250.57 less than has been received during the year; (2) that on May 18, 1911, your Board created from the 1890 Morrill Fund a special fund of \$5,000 for the purchase of apparatus, of which \$4,815.34 has been expended, thus absorbing in the maintenance, instruction and extension division, the excess of \$3,139.43 and causing an excess of expenditures over receipts of \$1,675.91; (3) that the final totals for the year, including the expenditures under (d) show a favorable balance of \$413.36.

The necessity for the action noted under (d) lies in the limitations of the Morrill Fund itself, viz: (1) this fund can be used only for instruction in agriculture, the mechanic arts, the English language, mathematics, physics, and the natural and economic sciences together with the immediate facilities for such instruction; (2) any unexpended balance in a given year in this fund is deducted from the amount otherwise due and receivable for the following year. Under the conditions prevailing here, while there has been a constant and increasing demand on the maintenance and current funds, which have increased very slightly, and while the available buildings for teaching and for the use and storage of apparatus, originally inadequate, have not increased at all, the means in the Morrill Fund for providing for such teaching and apparatus have increased quite rapidly. Had it been possible to accumulate funds for future use when the

proposed new building is erected, there would have been no problem of management. As it is, each year has seen, on the approach of June, an accumulation of unexpended money in the Morrill Fund which had to be saved to the State by orders for apparatus, without reference to our immediate and pressing needs in other directions. Thus on July 1, 1909, the amount covered by late orders for apparatus was \$1,400.69; on July 1, 1910, the amount so covered was \$2,755.44; on July 1, 1911, the amount in question would have been \$5,417.73, had it not been for the foregoing order. It is hoped and expected that, with the new science building available, the whole Morrill Fund from year to year can be more naturally and advantageously utilized for the present needs of students. At the present time (January 1, 1912), while the other funds for maintenance, instruction and extension show approximately the same condition as for the year before (less by \$382.02), the Morrill Fund shows an excess over the \$25,000 legitimately belonging to the next six months of \$1,803.11. To illustrate the differences in increase from the various sources, I give below a tabulation of all increases in income as compared with 1910, omitting the funds which show no differences, viz.; the state funds, the 1862 Morrill Fund, and the Hatch Fund.

SOURCE.	Amount, 1910.	Amount, 1911.	Increase, 1911.
Morrill Fund.....	\$42,500 00	\$47,500 00	\$5,000 00
Dormitory fees.....	3,687 15	4,369 03	681 88
Tuition.....	880 97	1,046 45	165 48
Department fees.....	1,814 38	1,882 61	68 23
Department sales.....	5,675 64	6,571 67	896 03
Department service.....	905 53	920 73	15 20
Interest.....	1,002 35	1,172 37	170 02
Total maintenance, instruction and extension divisions.....	\$56,466 02	\$63,462 86	\$6,996 84
Boarding.....	19,723 46	22,126 87	2,403 41
Bookstore.....	3,364 23	3,558 81	194 58
Total, Trust Fund.....	\$23,087 69	\$25,685 68	\$2,597 99
Adams Fund.....	14,000 00	15,000 00	1,000 00
Department receipts, Experiment Sta- tion.....	1,856 37	1,546 50	*309 87
Interest, Experiment Station.....	127 03	130 50	3 47
Total, Experiment Station.....	\$15,983 40	\$16,677 00	\$693 60
Final total, all divisions.....	\$95,537 11	\$105,825 54	\$10,288 43

*Decrease.

Outside of the six thousand dollars increase from the Federal Government (\$5,000 Morrill Fund and \$1,000 Adams Fund), there is here practically no income over and above the corresponding outgo, the apparent increase being due simply to the increased number of students. I may illustrate what I mean by citing the case of the boarding fund. We have here an apparent increase of revenue to the amount of \$2,403.41. Since, however, board is sold practically at cost, this apparent increase of revenue has been offset by an equal increase of cost in boarding the increased number of students who have paid in the increased revenue. If we board one hundred students and they pay into the treasury \$135.00 per year each (\$3.75 per week for thirty-six weeks), there is a revenue of \$13,500; but if it costs us \$135 per year to board these one hundred students, then it is evident that we pay out \$13,500 during the year and nothing remains at the end. Two hundred students, under the same conditions, pay in \$27,000 and there is an apparent gain in revenue of \$13,500; but it costs us an additional \$13,500 to board these additional hundred students; and so at the end of the year there remains to the boarding department exactly the same from boarding two hundred students as from boarding one hundred.

The same line of reasoning will apply to the items of dormitory fees, department fees, department service and bookstore sales. The return made to students for the amounts paid in costs in actual cash certainly *as much* as the amount paid in. In the case of department sales, the matter is somewhat different. Here there is undoubtedly a slight surplus that remains after the costs are paid; but the expensiveness of student labor and the instructional conditions (which must always be paramount) under which most of the productive work is done combine to reduce this profit to a minimum.

From this analysis, it is evident that, in the two years under consideration, the increase in revenue from the General Government has been six thousand dollars, while the increase from all other sources cannot have amounted to over four hundred and fifty dollars, allowing ten per cent. (certainly a very high rate) as the amount of profit in the increase on sales. And these two years are not dissimilar in these respects from any two since 1907 when the Nelson amendment went into effect.

The foregoing discussion sufficiently explains the situation with regard to the finances of the maintenance, instruction and extension division. In order to prevent a loss in the Morrill Fund, it became

necessary to expend in the year 1911, not only the excess amount liable to accumulate during the year 1911, but also the excess coming over in January of 1911 from the previous year, amounting to \$1,597. Hence the creation of the \$5,000 special fund listed under (d) in expenditures and hence—including the \$4,815.34 actual expenditure under (d)—the excess of expenditures over receipts to the amount of \$1,675.91.

The trust fund has a safe margin, although its accumulation during the year is not as large as it was one year ago.

The experiment station has expended during the year as before stated, \$1,250.67 less than its income. As it started the year with overdrafts to the amount of \$2,152.24, this surplus has enabled it to reduce the overdrafts until they stand as stated in the treasurer's report, viz.: overdraft in Adams Fund of \$609.53 less favorable balance in Hatch Fund of \$172.15, plus a decrease in the balance of the Miscellaneous Fund of \$464.19, making a total still unfavorable in the operations of the two years of \$901.57. As the station has in the Miscellaneous Fund at the present time an accumulation of \$3,096.20, the \$901.57 is not an actual deficit.

Board of Visitors.

The Board of Visitors for the year 1911 consisted of Principal John L. Alger, of the State Normal School; Colonel R. H. I. Goddard, of Providence; Hon. Sam L. Bullock, of Providence; Hon. Samuel L. Peck, of Bristol; Hon. Joseph A. Peckham, of Middletown; Mrs. Wm. H. Sweetland, of Providence; Miss Clara A. Olney, of Hope Valley. Their report is published as an appendix to this report. It is exceedingly gratifying that they have found things, on the whole, so satisfactory, and are able to say to the public the things contained in their report. It should greatly strengthen the standing of the college in the State that three successive bodies of ladies and gentlemen of the highest attainments and position, in three successive years, should have given so favorable a report of the work at this institution.

Summer School.

The second summer school, intended for teachers and others interested in the courses offered, was held July 8 to 29, 1911, with Professor A. E. Stene in charge. The following members of the college faculty gave instruction: President Edwards, Professors

Morrow, Barlow, Adams, Putney, Cobb, Miss Eldred, Mr. Burdick, Mr. Lambert and Mr. Thomas. Others from outside the college, who were also engaged, were Miss Clara L. Boughton, supervisor of home economics, Racine, Wisconsin; Professor C. Edward Fisher, of the Rhode Island State Normal School; Mr. Joseph Landall, also of the State Normal School; Mr. Arthur C. Miller, R. I. inspector of apiaries, and State Forester, Jesse B. Mowry.

The attendance on this summer school was not as satisfactory as on that of the previous year, while the provisions made for the school were much more elaborate. Perhaps the small attendance was due to the fact that the advertising and the distribution of the summer-school pamphlet were delayed beyond the time when teachers are making their plans for the summer.

The purpose of the summer school is to afford teachers in the State an opportunity to utilize the equipment of the college for the purpose of enlarging their usefulness in their profession, especially in the direction of better acquaintance with science, economics, nature-study, school-garden work, manual training, etc. The charges for three weeks' stay here have been made very moderate, viz.: \$16.50 for board, lights, room and instruction. No pleasanter or more healthful way, it would seem, could be chosen for spending three weeks of the vacation; and certainly a summer outing under such surroundings and with such pleasures and comforts could not be had elsewhere for an equal amount of money.

I recommend that the summer school be continued for the coming summer. Meanwhile we will make every effort to place its advantages before the teachers, clergymen and others interested in education throughout the state. If, after this earnest effort, it is demonstrated that our public does not have, and will not acquire, the habit of summer-school attendance, so largely characteristic in other states, we can then bend our energies in other directions.

Farmers' Week.

The Farmers' Week, December 26-30, 1911, the third of these meetings at the college, under the charge of Professor Adams, was largely attended (about one hundred and thirty persons) and the interest and even enthusiasm at the various meetings was unabated. The expressions of appreciation verbally given were extremely gratifying and culminated in the offering and adoption of the following resolutions:

RESOLUTION A. *Resolved*, that the farmers and others assembled at the Farmers' Week course at the Rhode Island State College, December, 1911, hereby express their appreciation and pleasure of the arrangements made by the management for their instruction and entertainment, feeling that it has proved to be of much benefit to all who have been able to attend.

RESOLUTION B. WHEREAS: The urgent need of increased building space for the housing of so much valuable apparatus and for the proper use of the same in educational work for which it is intended has been so forcibly seen by those in attendance at Farmers' Week, December, 1911, it is hereby

Resolved, that we do all in our power to aid in securing from the present session of our legislature the passage of an act making a satisfactory appropriation for this purpose.

Changes in Faculty.

There have been very few changes in the faculty during the year 1911. The term of years for which Lieutenant Henry G. Stahl was detailed by the War Department as professor of military science and tactics having expired August 1, 1911, the Lieutenant was ordered to the Philippines to join his regiment. Lieutenant Stahl has been an able and efficient member of our faculty and a popular officer among our students. Your Board addressed to the War Department a request that his detail be extended. The Department, however, declined to do this.

To continue the work here, the Department detailed Captain Edward N. Macon, retired. Captain Macon, after remaining here some six months, asked to be relieved for family reasons. He was so relieved and Captain W. E. Dove, retired, was detailed in his place.

On July 1, Mrs. M. L. Chamberlain, now Mrs. Francis W. Lee, resigned her position as dean of women and librarian. Mrs. Lee's work with the young women had been earnest and conscientious, and we regretted to lose her.

It seemed best to ask Mrs. E. N. Macon to take temporary charge of the women's dormitory in place of Mrs. Lee, and this she consented to do, serving quite acceptably until the sudden resignation of her husband, Captain Macon, in December. On her departure, Miss Nellie A. Harrall, instructor in physical training for women, consented to take up the duties devolving on the person in charge of the women's dormitory and is now serving in that capacity.

To take up the work of the library administration left vacant also by the resignation of Mrs. Lee, Miss Gladys E. Burlingame was ap-

pointed librarian. Miss Burlingame is a graduate of Smith College, has taken special library work in her college and, further, spent the summer in a special course of library work at Simmons College, Boston, Mass.

On July 1, Mr. E. A. Mallette, florist, resigned his position with us. Mr. Mallette was an excellent officer in every way,—efficient, industrious, and popular. We desired to retain him, and made effort to do so, but he had a fine opportunity to go into business for himself, and did not feel that he could afford to sacrifice his own interests to to retain his position here. We have secured in his place Mr. Fred J. Godin, of Michigan, who has taken up this important work with zeal and industry. He comes to us highly recommended by the authorities of the Michigan Agricultural College.

New Science Building.

One year ago your Board went to the legislature with the request for a science building, as set forth in your report to the General Assembly for 1911. The condition of the State treasury at that time was so unfavorable that the Governor vetoed numbers of highly meritorious appropriations because the State had no means of meeting the bills thereby authorized. Our measure was not acted on for the same reason.

By formal vote your Board has again presented the request to the General Assembly, and has addressed to that body a special communication presenting anew the grounds for such action, the same in substance as those formulated last year, but more urgent on account of the delay and of the increased attendance of the current year. This document which also contains the report of the Board of Visitors for 1911 is published as Appendix II.

Fraternity Houses.

With the steady increase in attendance at the college has come the need for considering further dormitory accommodations. It would seem, now, that a way is gradually opening for the solution of this problem without appealing to the State to build additional dormitories, through the establishment of fraternities, local and national, at the college. In every way I have fostered this movement, and for several reasons, the principal one being a genuine faith in the idea that the fraternity, properly guarded and guided, is the only protec-

tion against many of the acknowledged dangers of college life. A young man will accept from a college friend admonition that he would resent from an official. On the other hand, nothing more salutary for the moral health of an individual can be devised than responsibility for the welfare of others. The fraternity, in its conception, is an association for the mutual benefit of its members. It must, if it is to survive long, seek to stand well before the college public. Its good name is in the keeping of each member. Hence there is on all a natural anxiety that each member shall conduct himself so as to win approval. The fraternity is a home among homes, and it must so conduct itself as to command the respect of the homes among which it is situated. That which is needed, of course, and which, if not now had, will in future be had from some source, is wise and conservative leadership, and on the part of the college management, not opposition and suspicion, but helpful and friendly guidance.

We have here three fraternities. I must do them the credit to say that they have been materially useful and successful in all phases of college life. They desire to buy or erect fraternity homes or houses. This they can do successfully provided they can offer good security for the necessary loan of funds, and can have careful financial oversight, so that the house dues may be properly assessed, regularly paid and duly divided among the three objects (a) of paying house expenses, (b) of meeting interest on debt, and (c) of providing year by year a sinking fund to pay off the principal.

All this requires careful management and tact on the part of the college authorities, as well as on the part of the fraternity itself. But the main difficulty lies in procuring satisfactory security for loans to erect the houses. To meet this difficulty it has been proposed that the college itself shall guarantee loans to erect buildings on college lands; the college, of course, to assume the debt and take over and own the building in case of default in payment of interest or portion of principal agreed upon for any one period of time. After considering the matter, your Board concluded to ask for authority to guarantee such loans and the following bill was prepared to be introduced into the General Assembly during its current session.

It is enacted by the General Assembly as follows:

SECTION 1. The Board of Managers of the Rhode Island State College is hereby authorized and empowered to acquire land, and also to guarantee loans made to societies of students at the said college for the purchase or construction upon the grounds of said college, of society houses which shall serve as student

dormitories; *provided*, that the amounts so guaranteed at any one time shall not exceed eight thousand dollars, and provided further that, in case of default in the payment of said loans or any part of them, the deficit shall be made good from the treasury of the college.

SEC. 2. This act shall take effect from and after its passage.

Student Aid Fund.

The alumni student loan fund, originated one year ago, amounts at the present time to \$178.00. During the year small loans, under proper restrictions, have been made to two applicants. These loans have amounted in all to \$57.05 and leave at the present time available in the fund the sum of \$120.95.

Termination of Membership of Mr. Watson on the Board.

I cannot close this report without expressing my sincere appreciation of the character of the Hon. J. V. B. Watson, who retires from membership on the Board February 1 of the present year, and my pleasure in association with him during the years that have elapsed since I entered into the service of the college. Mr. Watson has been a member of this Board for fifteen years; all his actions, so far as I have known them in this relation, have been dictated by a single desire for the welfare of the institution committed in so large a part to his charge. He deserves and will receive from all friends of the college hearty thanks for his labors and best wishes for his health in his declining years.

Commencement.

The baccalaureate address of Sunday, June 18, 1911, had for its title, "Each in His Own Tongue." The commencement exercises the following Thursday, June 22, were quite largely attended and much interest was manifested. The speaker for the day was Hon. Merrill E. Gates, ex-President of Amherst College, now of Washington, D. C., his subject being "Patriotism in Time of Peace."

Respectfully submitted,

HOWARD EDWARDS.

TREASURER'S REPORT.

R. S. BURLINGAME, TREASURER, *in account with the different funds of RHODE ISLAND STATE COLLEGE, for the year ending December 31, 1911, as follows:*

MORRILL FUND OF 1890 AND 1907.

1911.		CR.	DR.
Jan.	1.	To balance from last year.....	\$24,097 00
July	8.	Cash from United States for year ending June 30, 1912.....	50,000 00
Dec.	31.	By instruction.....	\$35,082 91
		Text-books and reference books.....	691 48
		Apparatus.....	4,955 67
		Tools and machinery.....	757 10
		Stock and material.....	5,806 73
		Balance on hand.....	26,803 11
			<hr/>
		\$74,097 00	\$74,097 00

MORRILL FUND OF 1862.

Jan.	1.	To balance on hand from last year.....	\$1,099 25
		Cash from land-scrip fund.....	2,500 00
Dec.	31.	By instruction.....	\$3,345 69
		Text and reference books.....	40 85
		Apparatus.....	127 78
		Stock and material.....	84 93
			<hr/>
		\$3,599 25	\$3,599 25

STATE.—MAINTENANCE FUND.

Jan.	1.	To State appropriation.....	\$25,000 00
Dec.	31.	By salaries.....	\$3,756 73
		Traveling.....	715 73
		Postage, stationery and printing.....	519 06
		Construction and repairs.....	1,620 20
		Oil and gasoline.....	163 44
		Fuel.....	5,452 33
		Telephone and telegraph.....	154 47
		Labor (student, janitor, farm, etc.)...	10,593 88
		Commencement.....	237 70
		Fertilizer.....	359 85
		Furniture.....	141 35

By Rental of dormitories.....	\$210 00	
Wagon and harness repairs.....	79 21	
Advertising in publications.....	111 00	
Horse shoeing.....	102 50	
Dairy registry.....	28 50	
Typewriter.....	69 50	
Transportation.....	82 75	
Miscellaneous.....	601 80	
	\$25,000 00	\$25,000 00

STATE.—ATHLETIC FUND.

Jan. 1.	To balance from last year.....		\$151 42
Dec. 31.	By track house.....	\$8 85	
	Water.....	142 57	
		\$151 42	\$151 42

STATE.—REPAIRS AND IMPROVEMENTS.

July 1.	To State appropriation.....		\$3,000 00
Dec. 31.	By horticultural building.....	\$45 55	
	Davis hall.....	200 54	
	East hall.....	173 22	
	Water.....	435 70	
	Poultry building.....	40 26	
	Botanical laboratory.....	24	
	Chemical laboratory.....	27 32	
	Ladd laboratory.....	198 39	
	Watson house.....	62 38	
	Wells house.....	81 64	
	South hall.....	120 42	
	Lippitt hall.....	130 22	
	Dairy barn.....	428 83	
	Miscellaneous.....	1,055 29	
		\$3,000 00	\$3,000 00

STATE.—SCHOOL AND EXTENSION.

July 1.	To balance on hand from last year.....		\$423 27
	State appropriation.....		2,000 00
Dec. 31.	By salaries.....	\$1,375 22	
	Traveling.....	34 85	
	Labor.....	4 00	
	Stock and material.....	23 48	
	Transportation.....	36 35	
	Advertising in publications.....	100 78	
	Postage and stationery.....	111 21	
	Apparatus.....	25 70	
	Corn contest.....	25 03	

By Farmers' Week	\$3 00
Balance on hand	683 65

\$2,423 27	\$2,423 27
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CURRENT FUND.

Jan. 1.	To balance on hand from last year	\$2,855 17
	Reserve fund	2,000 00
	Loan to trust fund returned	1,500 00
	Dormitory fees	4,369 03
	Department sales	6,571 67
	Department fees	1,882 61
	Department service	920 73
	Tuition	1,046 45
	Interest	1,172 37
Dec. 31.	By salaries	\$4,127 19
	Traveling	419 27
	Postage, stationery and printing	601 84
	Construction and repairs	1,543 30
	Oil and gasoline	84 97
	Fuel	1,148 37
	Telephone and telegraph	160 96
	Feed	30 21
	Freight and express	545 29
	Labor	4,936 01
	Advertising in publications	713 65
	Entertainment	567 99
	Stock and material	2,126 96
	Reserve fund	2,000 00
	Balance on hand	3,312 02

\$22,318 03	\$22,318 03
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TRUST FUND.

Jan. 1.	To balance from last year	\$2,586 28
	Boarding receipts	22,126 87
	Store	3,558 81
Dec. 31.	By boarding	\$21,507 31
	Store	3,339 77
	Loan	1,500 00
	Balance on hand	1,924 88

\$28,271 96	\$28,271 96
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HATCH FUND.—EXPERIMENT STATION.

Jan. 1.	To United States check	\$3,750 00
April 1.	United States check	3,750 00
July 1.	United States check	3,750 00
Oct. 1.	United States check	3,750 00

	By balance overdrawn January 1, 1911...	\$1,416 69	
Dec. 31.	Salaries.....	8,358 52	
	Labor.....	2,065 98	
	Publications.....	159 35	
	Postage and stationery.....	291 98	
	Freight and express.....	91 89	
	Heat, light and power.....	315 07	
	Chemical supplies.....	10 43	
	Seeds and plants.....	206 69	
	Fertilizer.....	217 33	
	Feeding stuffs.....	630 71	
	Library.....	484 75	
	Tools.....	72 09	
	Furniture.....	64 55	
	Scientific apparatus.....	22 95	
	Live stock.....	1 50	
	Traveling expenses.....	180 51	
	Buildings and lands.....	236 86	
	Balance on hand.....	172 15	
		<hr/>	
		\$15,000 00	\$15,000 00

ADAMS FUND.—EXPERIMENT STATION.

Jan. 1.	To check from United States Treasury.....	\$3,750 00	
April 1.	Check from United States Treasury.....	3,750 00	
July 1.	Check from United States Treasury.....	3,750 00	
Oct. 1.	Check from United States Treasury.....	3,750 00	
	By amount overdrawn January 1, 1911..	\$735 55	
Dec. 31.	Salaries.....	8,399 50	
	Labor.....	3,304 61	
	Postage and stationery.....	43 60	
	Freight and express.....	109 13	
	Heat, light and water.....	522 08	
	Chemical supplies.....	64 26	
	Seeds, and plants.....	341 12	
	Fertilizer.....	38 03	
	Feeding-stuffs.....	699 42	
	Library.....	27 81	
	Tools and machinery.....	531 69	
	Furniture.....	10 30	
	Scientific apparatus.....	343 17	
	Live stock.....	277 85	
	Traveling expenses.....	35 25	
	Buildings and land.....	126 16	
	To amount overdrawn.....		609 53
		<hr/>	
		\$15,609 53	\$15,609 53

MISCELLANEOUS.—EXPERIMENT STATION.

Jan.	1.	To balance from last year.....	\$3,560 39	
		Department receipts.....	1,546 50	
		Interest.....	130 50	
Dec.	31.	By salaries.....	\$282 94	
		Labor.....	475 35	
		Postage and stationery.....	44 47	
		Freight and express.....	74 27	
		Library.....	27 39	
		Seeds, plants, etc.....	121 30	
		Furniture and fixtures.....	108 41	
		Tools and machinery.....	117 63	
		Scientific apparatus.....	6 77	
		Chemical supplies.....	1 86	
		Heat, light and power.....	174 00	
		Publications.....	7 15	
		Feeding-stuffs.....	104 06	
		Live stock.....	16 40	
		Traveling expenses.....	248 88	
		Contingent expenses.....	44 60	
		Buildings and land.....	285 71	
		Balance on hand.....	3,096 20	
			<hr/>	
			\$5,237 39	\$5,237 39

I hereby certify that the above is correct and true, and truly represents the details of expenditures for the period and by the institution named.

R. S. BURLINGAME,

Treasurer.

This is to certify that we, the undersigned, auditing committee of the Board of Managers of Rhode Island State College, have examined the accounts of R. S. Burlingame, treasurer of the said college, and find the same correct.

CHARLES DEAN KIMBALL,
THOMAS G. MATHEWSON,

Auditors.

APPENDIX A.

REPORT

OF THE

BOARD OF VISITORS

OF

RHODE ISLAND STATE COLLEGE

FOR 1911.

REPORT.

To the Board of Managers of the Rhode Island State College:

GENTLEMEN:—The Board of Visitors, appointed in January, 1911, has the honor to present the following report:

Miss Clara A. Olney regrets that she has been unable to take any part in the work on account of illness. All the other members visited the College on Monday, November 20, for a careful inspection of the various departments. Other visits have been made individually, and three meetings have been held for organization and for a discussion of the report to be presented. While there has been no opportunity to enter into any minute investigation, the Board feels satisfied that the following report is amply justified by conditions.

THE DEVELOPMENT OF THE COLLEGE.

The first matter calling for attention is the large increase in the attendance and in the standard of the work accomplished. The figures that will be found in the President's report show a large gain for the present year and point to great advances in the membership within the next few years. Still further evidence of the certainty of such an increase is found in the history of similar institutions in other states. Requirements for admission have been increased until the College is on a par with others; the record for scholarly work in the various courses is high; faculty and students are enthusiastic and loyal; and an enormous development in attendance and in power may be confidently predicted. Conditions are all favorable for a large growth, and we believe that the State should anticipate this and make its plans accordingly.

THE QUALITY OF THE COLLEGE WORK.

The visitors were much pleased with the class of students as well as with the quality of the work they were doing. The improvement in

these respects within the last year is indeed remarkable. An atmosphere of business prevails, with a fine spirit of earnestness everywhere. We have every reason for believing that the Rhode Island State College will be found to rank well with the other colleges of the country.

THE WELFARE OF THE STUDENTS.

Excellent table board is furnished at a very low price. It is hard to see how the conditions of the kitchen could be improved. The department is evidently in good hands, and is run practically at cost.

Every effort is apparently made to help students to help themselves. More than a third of the students are earning at the college at least a part of their expenses.

THE EXPERIMENT STATION AND THE EXTENSION DEPARTMENT.

It is already widely known that the College is doing a remarkable work for the State through its Experiment Station and its Extension Department. Practical problems are being investigated. Appeals for help or for information meet with a ready response. The short courses for farmers and for poultrymen are growing rapidly in popularity and in helpfulness. Farmers everywhere are coming to know the College better and to appreciate its value. The school garden supervision and the summer school for teachers are other features that cannot be too highly commended.

THE PROPOSED SCIENCE BUILDING.

Attention was called a year ago to the pressing need for a new science building. We heartily concur in all that was then said as to the necessity for such a building. The only criticism we would make is that in view of the rapid growth of the College a larger building should be erected than the one planned. If within five or even ten years the rooms are to be overcrowded, it would manifestly be economy to erect a larger building at the present time. The mistake of inadequate construction has repeatedly been made in the erection of other buildings. The dining hall is already overcrowded, the assembly hall is smaller than it should be, and the dormitory accommodations are insufficient. The State should have enough confidence in the value of its College to build wisely for the future.

The present housing of the science departments is utterly inadequate and unsanitary, and continuation of present conditions would be intolerable. Neither students nor teachers can work in the midst of confusion and disorder, with such cramped and unhygienic surroundings, without serious loss. We are unanimous in recommending the appropriation of \$75,000 for this building alone, to which it would be necessary to add a later appropriation for equipment after the completion of the building.

THE NEED FOR GREATER ATTRACTIVENESS.

The lack of attractiveness is in our judgment a point that needs emphasizing most strongly. Much has been done within a few years to beautify the College grounds, but much more can be done, and we believe that it would be wise to insist at once on the following points:

1. The grounds should be laid out more fully, waste places cleared, and trees, shrubs and flowers should be set out according to an approved plan.

2. There should be enough trained helpers or supervisors to make the student labor most effective, whether on the farm or about the buildings.

3. Every part of the grounds and buildings, the walks among the poultry yards, the yards themselves, and every corner of the farm should be made clean and attractive. Everything about the College should be immaculate. The culture to be gained from beautiful and wholesome surroundings is too important an asset to be neglected.

CONCLUSION.

We are greatly pleased with what we have seen. We believe that the faculty is doing heroic work in trying to make the best of existing conditions, and that the student body is well selected and studious. The economy of management is everywhere apparent. It should be noted that Rhode Island is particularly favored among the states in that it receives from the National Government a sum equal to that given to the colleges in the largest states. The Rhode Island College receives in this way practically three dollars for every one that is given for its support by the state. Illinois, with only ten times our population, contributes fifty times as much as Rhode Island for her

state college. We urge a stronger support for the College, a larger faith in the greatness of its future, and a wise development of its resources as an attractive home for a dignified and powerful institution.

Respectfully submitted,

JOHN L. ALGER,
ROBERT H. I. GODDARD,
SAM H. BULLOCK,
JOSEPH A. PECKHAM,
SAMUEL L. PECK,
CLARA A. OLNEY,
FLORENCE G. R. SWEETLAND.

APPENDIX B.

Summaries Dealing with Certain Phases of Receipts and Expenditures for Year Ending June 30, 1911.

SUMMARY FOR YEAR.

Balance on hand July 1, 1910.....	\$30,746 35
Total income during year.....	145,551 89
	<hr/>
Total.....	\$176,298 24
Total expenditure during year.....	151,494 28
	<hr/>
Balance on hand, June 30, 1911.....	\$24,803 96

INCOME.

Income from students:

Tuition fees.....	\$810 20
Matriculation and incidental fees.....	1,586 36
Chemicals and laboratory supplies.....	807 78
Dormitory fees.....	4,306 63
Dining hall.....	21,352 15
Store sales.....	3,581 75
	<hr/>
	\$32,444 87

Income from Grants by State and Nation:

State—Maintenance appropriation.....	\$25,000 00
Summer School and Extension.....	1,000 00
Federal—Morrill Act of 1890 and 1907.....	45,000 00
Morrill Act of 1862.....	2,500 00
Hatch Act of 1887—Experiment Station.....	15,000 00
Adams Act of 1906—Experiment Station.....	15,000 00
	<hr/>
	103,500 00

Income from Other Sources:

Sales and service of departments.....	\$6,221 42	
Interest.....	1,344 95	
Experiment station receipts.....	2,040 65	
		<hr/>
		9,607 02
Total income.....		<hr/>
		\$145,551 89

SUMMARY OF BALANCES ON HAND, JULY 1.

	1910.	1911.
Morrill Fund of 1862.....	\$1,686 59	\$4 42
Morrill Fund of 1890 and 1907.....	2,755 40	2,470 24
State—Maintenance.....	8,363 83	7,291 17
“ Repairs and improvements.....	3,070 06	.....
“ Summer School and Extension.....	.....	.....
“ Athletic Fund.....	2,719 70	.....
Current Fund.....	7,205 61	8,718 86
Trust Fund.....	Dr. 16 99	1,764 78
Miscellaneous—Experiment Station.....	2,962 15	2,554 49
Reserve Fund.....	2,000 00	2,000 00
		<hr/>
Totals.....	\$30,746 35	\$24,803 96

Receipts from tuition:

Number of students registered as follows:

Students taking courses of one year or more.....	183	
Students taking poultry course of six weeks.....	28	
Students taking summer course of four weeks.....	39	
		<hr/>
		250
Number of students (non-resident in Rhode Island) paying tuition at rate of \$30 per year.....	29	\$717 70
Number of students (non-resident in Rhode Island) paying tuition at rate of \$5.00 per year.....	19	92 50
		<hr/>
		\$810 20

EXPENDITURES.

Expenditures, exclusive of experiment station:

Advertising in publications.....	\$805 15
Apparatus.....	4,445 54
Boarding.....	20,402 37
Books.....	1,092 98
Commencement.....	227 70
Construction and repairs.....	8,754 94
Entertainment.....	601 27
Feed.....	2,044 93

Fertilizers	\$334 20	
Freight and express	578 66	
Fuel	5,571 51	
Farmers' Week	142 46	
Gasoline and oil	298 37	
Labor (engineers, poultrymen, farm labor, etc.)	8,295 09	
Undergraduate labor	6,624 01	
Postage, stationery and printing	1,177 14	
Salaries	45,606 82	
Store	3,797 31	
Telephone and telegraph	299 74	
Tools and machinery	890 86	
Traveling	1,198 87	
Miscellaneous	5,856 05	
	<hr/>	\$119,045 97
Expenditures, experiment station		32,448 31
		<hr/>
Total expenditure		\$151,494 28

CASH ACCOUNT WITH DEPARTMENTS EXCLUSIVE OF EXPERIMENT STATION.

DEPARTMENT.	SALARIES.				Clerks, Stenograph- ers, Officers.	Cost of Equipment, Labor, Books, etc.	Receipts.	Net Cost of Department, Exclusive of Salaries.
	Professors.	Instructors.	Assistants.	Total Teaching.				
Agronomy.....	\$1,950 00			\$1,950 00		\$534 80		\$534 80
Art.....		\$850 00		850 00		77 08	\$27 47	49 61
Botany.....	1,650 00			1,650 00		202 15	20 03	182 12
Buildings.....					\$1,000 00	13,098 90	4,488 11	8,610 79
Chemistry.....	2,066 40	1,300 00		3,366 40		788 47	634 73	153 74
Civil Engineering.....	1,800 00	200 03		2,000 03		628 25	85	627 40
College Maintenance.....					5,689 42	5,329 52	2,670 65	2,658 87
College Service.....						4,439 14		4,439 14
Dairy.....	1,250 00	1,000 00		2,250 00		3,318 86	1,937 00	1,381 86
Electrical Engineering.....	525 00	630 00		1,155 00		743 62	5 70	737 92
Extension.....	900 00	999 96		1,899 96		1,428 93	1 24	1,427 69
Farm.....					200 04	3,380 89	3,217 08	163 21
Fire.....						37 13		37 13
Garden.....						63 20	9 63	53 57
Geology.....	133 20			133 20				
Greenhouse.....						1,032 12	714 62	317 50
Home Economics.....	1,750 00		\$30 07	1,780 07		308 86	82 80	226 06
Horticulture.....	1,100 00		500 00	1,600 00		504 04	24 20	479 84
Land Improvement.....						85 44		85 44
Language.....	3,491 71	1,290 98		4,782 69		29 20		29 20
Library.....					900 00	1,142 90		1,142 90
Mathematics.....	1,600 00	616 65		2,216 65		58 07		58 07
Mechanical Engineering.....	2,350 00	2,200 00		4,550 00		1,200 33	171 54	1,028 79
Military.....					99 00	131 47		131 47
Physical Training.....		150 00		150 00		590 18		590 18
Physics.....	1,575 00	1,470 00		3,045 00		1 32	1 32	
Political Economy.....	900 00			900 00		1,945 47	1,641 47	304 00
Poultry.....		1,300 00	83 55	1,383 55		3,508 65	254 00	3,254 65
Power.....						356 58	3 33	
Printing.....						1,072 30		1,072 30
Roads and Lawns.....						329 48	10 00	319 48
Sheep and Swine.....						272 55		272 55
*Summer School.....						402 16	3 25	458 91
Telephone and Telegraph.....						1,577 72	130 00	1,447 72
Water.....				500 00		15		15
Woodworking.....		500 00		500 00		515 35	66 99	448 36
Zoology.....	1,600 00			1,600 00				
Boarding.....						20,402 37	22,399 70	Cr. 1,997 33
Bookstore.....						3,797 31	3,581 75	215 56
	\$24,641 31	\$12,507 62	\$613 32	\$37,762 55	\$7,888 46	\$73,394 96	\$42,446 66	\$30,948 30

*Instruction in Summer School included under other departments.

APPENDIX C.

STATEMENT OF GROUNDS ON WHICH RHODE ISLAND STATE COLLEGE BASES ITS APPEAL TO THE LEGISLATURE FOR A SPECIAL APPROPRIATION OF \$75,000 FOR THE CONSTRUCTION OF A SCIENCE HALL.

1. PRESENT HOUSING OF SCIENTIFIC DEPARTMENTS CONCERNED. The departments it is proposed to house in the new building are Bacteriology, Biology, Botany, Chemistry, and Physics, all foundational to the practical work for which the institution exists. It is no exaggeration to say that the present quarters of the departments of botany and chemistry are disgracefully inadequate (see illustrations). So far as we have observed, no district school in the state subjects its teachers and pupils to such ludicrously unseemly limitations.

The department of physics is likewise housed in a basement where much of the fine apparatus provided through funds from the general government cannot be satisfactorily utilized on account of dampness. At the same time the space at its disposal is altogether inadequate. Many high schools in the state make far better provisions in the way of space for this important department. This space, too, is badly needed for laundry and gymnasium for the young women.

The departments of bacteriology and biology are somewhat better provided for. But here again the space is inadequate in each case, and is imperatively required—that given to bacteriology for the greater efficiency of the experiment station, and that given to biology for enabling the extension department to meet the increasing demands now made upon it by the people of the state. Each of the foregoing sentences might be greatly enlarged upon, did occasion permit.

2. THE OBLIGATION OF THE STATE TO PROVIDE ADEQUATE BUILDINGS AND EQUIPMENT. The college is maintained in greater part by a yearly stipend of \$80,000 from the general government—exactly the same as is paid to the larger states of New York, Pennsylvania, California, etc. These funds can be used only for the payment of the salaries of the teachers and experimenters in science and for the purchase of apparatus for their use. In accepting these grants from the general government, the State of Rhode Island, through formal acts of its legislature, obligated itself to provide reasonably adequate grounds, buildings, and facilities for carrying on the work the grants were designed to foster. Under present conditions there are only two honorable courses for the State to pursue, viz.: either to fulfill the obligation so assumed by providing these necessary facilities, or to close the college and decline to receive the federal grant.

3. THE COLLEGE IS PERFORMING A DEFINITE AND VITAL FUNCTION IN THE ECONOMY OF THE STATE. The object of the general government in establishing these colleges was to foster industry; (a) by discovery and application of natural laws through the experiment-station department; (b) by the dissemination of the knowledge of such discoveries among actual workers through the extension department; and (c) through the instructional department, by giving "a chance to the industrial classes of the country to obtain a liberal education, something more than what was bestowed by our universities and colleges in general, which seemed to be based more on the English plan of giving education only to what might be called the professional classes in law, medicine, and theology."

These offices in our state our college is performing. The results obtained by its experiment station are generally recognized and have been of inestimable value to agriculture. No other testimony to its efficiency is needed than the valuation the farmers of the state put upon its work.

The extension department has carried information and assistance to city and country and is daily responding to calls for help so far as its restricted facilities will permit.

That the "chance to obtain a liberal education" for the industrial classes was needed and is being increasingly valued, and seized upon, is shown by the steady and persistent increase in attendance on the college classes during the last ten years as follows:

Attendance on Classes of College Grade, 1902 to 1911.

	1902.	1903.	1904.	1905.	1906.	1907.	1908.	1909.	1910.	1911.
Total.....	39	48	57	61	76	101	121	150	156	182
From R. I. .	24	29	36	40	50	70	81	106	116	126

During the years from 1908 the entrance requirements have been increased from eight and one-half units to fourteen. In the nature of things and from experience elsewhere we should expect this increase of requirements to cause a decrease in attendance. It will be seen from the foregoing table that the reverse is the case. It should also be recognized that this steady increase has not been brought about at the expense of reduction in the attendance at any other institution. It means, therefore, that the state is enriched by the addition of 182 persons of college training who, without the college, would not have had this training. It is no small thing to increase, by approximately one-third, the college attendance in a state. For the year 1910-11 the total undergraduate attendance from Rhode Island at other colleges of the state is 416. One-third of this number is 139. Our attendance from Rhode Island is 126.

To this is to be added an attendance of eighteen on the two-year non-collegiate trade courses; a summer school for teachers of science and handiwork; a six-weeks' special poultry school with an attendance of twenty-six; and a winter farmers' week of the value of which the farmers themselves speak in high terms.

4. THOSE IN ANY WAY ACQUAINTED WITH THE COLLEGE URGE THIS MEASURE. This building was recommended as far back as 1909 by the Commission of Inquiry appointed by the Legislature to consider and report upon

the college, and composed of Commissioner Ranger, James E. Sullivan, Charles H. Ward, George F. Weston, and H. J. Cartier. (See Report, pp. 63 and 67.) After citing the facts set forth in (1) of this paper, the Board of Visitors for 1910 consisting of Professor Arthur J. Jones, Hon. Isaac L. Sherman, Mrs. Sarah P. Marchant, Mrs. Margaret B. F. Lippitt, Chancellor Arnold B. Chace and Hon. Lewis A. Waterman, use the following language: "In view of these facts, we feel that the Board of Managers is entirely justified in its application for an appropriation for a new science building; we approve of such action, and hope that it may meet with the approval of the members of the General Assembly as it has with that of the Governor." Governor Pothier in his message to the present General Assembly reiterated his previous recommendation with regard to this measure. The farmers assembled at the college at Farmers' Week one year ago passed emphatic resolutions in approval of the project. We are adding to this statement as a part thereof (a) the resolutions of the farmers attending the farmers' week of the holiday season just past, (b) the resolutions of the State Grange held December 13-15, 1911, (c) the full report of the present Board of Visitors, consisting of Principal John L. Alger, Col. R. I. H. Goddard, Hon. Sam H. Bullock, Hon. Joseph A. Peckham, Hon. Samuel L. Peck, Miss Clara A. Olney and Mrs. Florence G. R. Sweetland; and (d) the resolution of the Board of Managers, together with a copy of the bill introduced into the Legislature. The full report of the Board of Managers will be submitted as soon as the accounts for the year 1911 have been closed and audited. Full plans and sketches for the proposed building will be submitted with the report.

CHARLES DEAN KIMBALL,
R. S. BURLINGAME,
PHILIP A. MONEY,
CHARLES ESTES,

Board of Managers.

KINGSTON, RHODE ISLAND,
January 11, 1912.

(a)

RESOLUTION OF THE FARMERS ATTENDING FARMERS' WEEK AT THE COLLEGE, DECEMBER 26 TO 29, 1911.

WHEREAS: The urgent need of increased building space for the housing of so much valuable apparatus and for the proper use of the same in educational work for which it is intended has been so forcibly seen by those in attendance at Farmers' Week, December, 1911, it is hereby

RESOLVED: That we do all in our power to aid in securing from the present session of our Legislature the passage of an act making a satisfactory appropriation for this purpose.

(b)

RESOLUTION ADOPTED BY THE STATE GRANGE AT ITS SESSION IN PROVIDENCE, DECEMBER 13 TO 15, 1911.

RESOLVED: That the Rhode Island State Grange heartily approves the announced forthcoming application of the Board of Managers of the Rhode Island

State College to the General Assembly of the State for a building properly to house the departments foundational to the courses in Agriculture and to enlarge the space at the disposal of the experiment station. It is therefore

VOTED: That the Legislative Committee of the State Grange be instructed to use its best endeavors toward the passage of a bill embodying the application of the said Board; and that the secretary communicate to each subordinate grange a copy of the Report of the Board of Visitors of the college for the current year and of such other papers as may come into her hands relating to this matter, and that there be urged on the part of such grange the appointment of a Committee to work with the Legislative Committee of the State Grange for the passage of the bill.

(c)

See Appendix A foregoing for Report of the Board of Visitors to the Rhode Island State College for the year 1911.

(d)

RESOLUTION OF THE BOARD OF MANAGERS.

At a special meeting of the Board of Managers of the Rhode Island State College, held December 26 in the office of the Commissioner of Schools in the State House, it was unanimously

VOTED: To apply to the Legislature for the appropriation of \$75,000 for the purpose of building at the College a Science Hall to house the departments of Bacteriology, Biology, Botany, Chemistry, and Physics; asking that \$50,000 be made available during the year 1912, and \$25,000 during the year 1913, and asking further that it be understood that an additional appropriation of \$20,000 for the equipment of said building when constructed will be necessary.

RESOLUTION INTRODUCED INTO THE SENATE BY SENATOR SAMUEL R. ROBINSON, OF SOUTH KINGSTOWN, JANUARY 11, 1912.

RESOLUTION APPROPRIATING TO RHODE ISLAND STATE COLLEGE THE SUM OF SEVENTY-FIVE THOUSAND DOLLARS FOR CERTAIN SPECIFIC PURPOSES.

RESOLVED: that the sum of seventy-five thousand dollars, fifty thousand dollars of said sum to be available in the year 1912, and twenty-five thousand dollars of said sum to be available in the year 1913, or so much thereof as may be necessary be and the same is hereby appropriated from any money in the treasury not otherwise appropriated, to be expended under the direction of the Board of Managers of Rhode Island State College for the purposes of erecting at the said college a hall for the proper housing of the departments of bacteriology, biology, botany, chemistry and physics of the said college: *Provided*, that no contract or contracts shall be awarded under the authority of this resolution which shall call for the expenditure of a larger sum of money than the amount herein appropriated;

And the state auditor is hereby authorized and directed to draw his orders upon the general treasurer from time to time for the payment of the same, upon presentation of proper vouchers approved by said Board.





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